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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on cultural literacy is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #44

Cultural Literacy

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OVERVIEW

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Cultural Literacy

Zhang Hong

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Since the publication of *Cultural Literacy: What Every American Needs to Know* by E. D. Hirsch, Jr. in 1984, the debate on cultural literacy has swept across the whole country. As a consequence of this nation-wide debate, questions have been raised concerning our system of education, curriculum, textbooks, and classroom teaching methodologies. More than ever before, people participating in the discussion are conscious of the sociopolitical significance of culture and education. Educational reform today is no longer an exclusive business for the superintendents or the bureaucrats of school districts. Instead, it has become the primary concern of everyone involved, from classroom teachers to children, their parents and community neighbors. In the following lecture, I would like to share with you some of my thinking on the issue of cultural literacy. First, I will look into the definitions of both "culture" and "literacy," and what kind of "cultural literacy" we have today. Secondly, consideration will be given to how to promote the cultural literacy we've defined and discussed in the classroom setting.

Defining Cultural Literacy

It is true that defining "cultural literacy" is a risky business. Part of the risk lies in the fact that in attempting to define the term, one can easily place him or herself in a vulnerable position by basing the definition, consciously or unconsciously, primarily on the culture background from which he or she emerged. By so doing, the attempt to define may become an action which confines and narrows the scope of the term. That is exactly the situation Hirsch found himself in when he had his book on cultural literacy published.

In preparing this lecture, a computer search was done of the ERIC database in order to collect writings related to cultural literacy. The result of the search gave me more than two thousand entries. Many of these entries are responses to Hirsch's book, and the responses vary a great deal. On the whole, there are more criticisms and negative responses than compliments and positive responses. There are also some studies testing Hirsch's idea and his list. John Byrne's report is one example.

Such a phenomenal response to a book by a scholar like E. D. Hirsch, Jr. is undoubtedly noteworthy. Tellingly, it brings home to us, two important facts. First, it proves that the connotation of the term "culture" is no longer the same as it was fifty years ago.

Additionally, it no longer means the same thing to all interested parties. Secondly, the cultural consciousness of minority ethnic groups has been raised; they now resist the imposition of an Euro-centric or mainstream culture. The days in which a dominant social group could dictate what constituted a proper body of cultural knowledge for all other social groups are over.

Given the circumstances described above, I certainly do not want to run the risk of putting myself in a vulnerable position by proposing another definition of cultural literacy. Instead, I would like to think through the concept of cultural literacy with you and update our knowledge of the concept.

First of all, I hold that all literacy, as the term is conventionally defined, is cultural literacy. Being human creations, both culture and language, as will be argued later in this lecture, are interdependent and inseparable. Any literacy is cultural literacy because literacy functions within a given culture. When we teach a language, we also teach the culture. Secondly, the reality upon which we should base the reconceptualizing and reforming of our schooling and literacy education is multicultural. And thirdly, education, particularly language education, has the primary role in promoting such a multicultural literacy in our society today.

To understand the question posed in the title of the lecture, let us now look at the definitions of "culture" and "literacy." First defined by anthropologist Tylor in his *Primitive Culture* (1871), the

term "culture" in social science technically means a "complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities of man as a member of society" (Leach, 1965, p.24). This definition, as pointed out by Leach, embraces both "human artifacts as well as human behaviors and beliefs" (p.24). To put it simply, culture is the creation of humankind in its interaction with nature. It is in its interaction with the natural world that humankind creates its material artifacts as well as its conceptual model of the world. Thus defined, culture is an attribute of humankind as a social group but not as individuals. In the context of our discussion, I will mainly rely upon the meaning of culture as a conceptual model.

Once created, culture tends to be relatively stable. It is interdependent with human society through a dialectic relationship. On the one hand, being made up of accumulated knowledge and belief, culture becomes a system of guidelines for humankind's behavior and its interaction with the world. It shapes people's thinking and influences people's perception of the world and of their actions. From the perspective of Marxist social theory, culture is part of the superstructure. On the other hand, as creators and rational beings, humankind has the initiative and the potential power to change its cultural construct, its beliefs, and its conception of the world. Because culture, in the final analysis, is a creation of human society; it is brought to life by human society,

and it depends upon human society for its existence.

One characteristic of human culture is that it is shared and transmittable. As anthropologist Leach pointed out, the mechanism for sharing and transmitting "is the use of language of any kind, whether verbal or behavioral..."(p.25). Therefore, language or any other system of symbolic representation, is not only the pathway for culture transmission but also a pathway to the understanding of the correspondent culture. Culture does not only travel through language, but also with language. As language provides the means of transmission for culture, culture also provides the meaningful frame of reference for language. Without one, the other is impossible. When one learns a language, one has to take home the culture with that language. It is especially so with second language learning.

Culture is never static; it grows and transforms in the process of being shared and transmitted. A culture is dynamic only when it is capable of being shared and transmitted, capable of incorporating other cultures and being incorporated by them. If a culture cannot share or cannot be shared with other cultures, that culture will petrify and eventually disappear.

As a human creation, culture exists in our society as part of everyday reality. We cannot ignore or deny such a reality. In our society today, multiculturalism is the reality we face daily. It represents a trend of human social progress. In this society, it is

impossible for any culture to exist in isolation from other cultures. The existence of any particular culture, therefore, depends upon its interaction with, cooperation with, and integration of other cultures. To live with this reality, we have to reconsider and adjust our concept of culture to the existing reality by broadening its scope and signification. As proposed by Brazilian educator Paulo Freire, to change our concept of the world is also an act to change the real world (Freire, 1985).

To change our conception of culture, it is important to realize that cultural reality today is no longer monolithic, unitary, and owned by a certain group of people. It is a complex whole of multiple coexisting cultures. These cultural realities are the creations of people from different ethnic groups. If we believe that human beings are born equal, then so should human cultures be equal. Therefore, to understand the pluralistic nature of contemporary culture properly, we have to overcome the conventional bias signified by those epithets we use in our discussion of culture, e.g. "high culture," "low culture," "popular culture," "mass culture," etc. All these epithets differentiate one culture from another on the basis of the dominant cultural value. Understanding culture through the prism of these epithets, we tend to prioritize one and devalue another.

In order to overcome cultural bias, we must consider our human society as a "global village" (Marshall McLuhan, quoted in

Gudykunst and Kim, 1984). By this term, McLuhan means that people of the world, though living in different parts and coming from different cultural traditions, are brought closer together, both temporally and spatially, as a result of the development of modern communication and transportation technologies. From this perspective, we hold that all human cultures are equally unique and valuable contributions to human cultural heritage. They all deserve our respect and appreciation.

Emerging from the preceding conceptualization of culture, "cultural literacy" is more than the functional ability to read and write at the fourth or fifth grade level in the dominant culture. Instead, it should include the propensity, capacity, ability, and knowledge required to respect, understand and appreciate the diversity of our cultural reality. It is a type of cross-cultural communicative competence.

Promoting Multicultural Literacy

Given the pluralistic nature of our contemporary culture and a new understanding of cultural literacy, the question we should consider now is how to teach literacy that can work with and actually promote that kind of multicultural reality. The task of promoting multicultural literacy is revolution-like, for it is a challenge to the conventional educational system. It demands that we reconsider the role and the goal of our educational system. There are four relevant aspects of promoting multicultural reality:

(1) Subjectivity, equality and cultural differences.

In order to promote cultural literacy as defined above, it is of primary importance to have an equal respect for people and students from various cultural and ethnic groups. Our respect for other cultures begins with our respect for people from other cultures, particularly students from peripheral or minority cultures in this context. Such a respect is culturally significant in education. Theories of critical pedagogy argue that the conventional system of education, which is mainly a colonizing instrument for the dominant culture, tends to suppress the minority and peripheral cultures. Students in this system are not regarded as learning human beings, but as empty vessels to be filled with cultural content prescribed by the dominant group.

The revolution to change this situation requires the return of individual identity to the learners. Not only are they all human beings, like their teacher, but they are also representatives of the cultural/ethnic/social group from which they come. Along with this understanding, the concept of a continuum of cultural literacy should be developed. What students have learned before coming to school is not only part of their own literacy knowledge, but should also be part of the cultural knowledge to be shared in class.

(2) The classroom as a cultural sharing community.

One effective way to promote the individuality of learners is

to change our classroom into a culture-sharing community. In this sharing community, mutual respect and equality is the working principle. Different cultures are introduced, shared, and understood by each class member in his/her own voice. Everyone is an author, a narrator, an audience, and a learner at the same time.

For true sharing to be possible in the classroom setting, the teacher can no longer be the authoritative voice, and teaching can no longer be narrating and directing. The teaching/learning process must be a dialogic and sharing process. In this classroom, education is not a unidirectional process of knowledge transmission from the knower (the teacher) to the learners (the students), but a multilateral communication and sharing. In addition to his/her role as a facilitator, the teacher is also a learner in this community.

(3) Critical thinking: information processing abilities rather than information possession.

With the return of individual identity to the learners and the transformation of the classroom into a sharing community, on individual critical thinking abilities should be emphasized. The goal of promoting multicultural literacy is not simply to provide information to children, but to help them develop their own motivation and ability to gain and process information (Schuster,

1989). This is a better way (than Hirsch's) to guarantee the development of cultural literacy in the learner.

To be critical is not to be harsh about everything. By critical thinking abilities, we mean the abilities and capacities to think and reason reflectively about the information and cultural reality we have to face everyday. In other words, it is the ability to understand, to respond to, and to get along with other people and other cultures properly. This is fundamental in our decision-making and social action.

To promote critical thinking, it is necessary to be process-oriented. A sharing classroom is the ideal context for instruction in critical thinking skills. Dialogue and discussion are both conducive to the development of critical thinking skills. Critical thinking not only expands the horizon of our knowledge, but also deepens our insight, thus giving us a more solid basis for making decisions and taking action.

(4) Curriculum content and cultural knowledge.

When we think about improving the teaching of cultural literacy, it would be wrong to imagine that it can be easily done by increasing the content of our curriculum. This is obviously not true. Making our curriculum a careful selection of something from each culture certainly can solve part of our problem. But who is going to make the selection, and how will the selection be made? These are significant factors that will eventually influence the

quality of the curriculum.

Additionally, we must consider what **kind** of knowledge we should provide our children in order to improve their cultural literacy. Ideally speaking, both quantitative knowing and qualitative knowing are important. To memorize a list of words and phrases, as advocated by Hirsch, is one type of quantitative knowing. Qualitative knowing indicates more in-depth knowledge. Although these two types of knowledge are different in nature, they are interrelated. In designing a multicultural curriculum, it is important not only to introduce cultural facts and events but also, and even more importantly, to help the learner arrive at an understanding of how and why these facts and events took place. The preceding emphasis on critical thinking abilities should also be the guiding principle in curriculum design. In addition, the curriculum should reflect both in form and content the variety of the students' cultural/ethnic diversity and provide opportunities for students to bring their own cultures into the classroom.

(5) Teacher as learner and facilitator.

The emphases on the development of students' individual identities and on turning the classroom into a cultural-knowledge-sharing community do not mean that the teacher's role is diminished or neglected. On the contrary, they pose a greater challenge for our teachers. As mentioned earlier, to be a good teacher in the envisioned classroom, one has to be a good learner

and a good facilitator at the same time. To be a teacher in a sharing and dialogic classroom is necessarily more difficult and challenging. Everything here is a variable, with the learner, the "text" (meaning any material used as a cultural text), and even the environment changing all the time.

The difference between teacher and facilitator lies in the fact that a teacher is authoritative in class; (s)he tells the students what (s)he knows or what the students are supposed to know. In this type of classroom discourse, the teacher is always superior to the learners, because the teacher KNOWS and the learners DO NOT KNOW. A facilitator in a sharing class is different. Instead of instructing and narrating, the (teacher) facilitator provides and promotes conditions needed for the learning process of the learners. This cannot be done by telling students what to do; this can only be achieved through dialogue and conversation with the students. It is through dialogue and conversation that the teacher first learns about and from the students and, at the same time, activates the process of students bringing into the class their world knowledge and sharing it with others.

Conclusion

To conclude our discussion, I would like to review two points. First, the term "culture" should include all human cultures. Consequently, cultural literacy should no longer mean a body of prescribed knowledge about a particular culture. Instead, it should

include the propensity to and the ability to respect, understand, and interact with others in a society of multiple cultures. Secondly, to promote cultural literacy is not to teach language plus a list of need-to-know words and facts. It requires a radical change in our educational system and methodology. Such a change must guarantee the development of students independence, sense of individuality, and critical thinking ability. To be culturally literate, therefore, is to be able to better understand, respond to, and interact with people of different cultural and ethnic backgrounds.

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ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

July 1990 DIGEST

Multiplicities of Literacies in the 1990s

by Roger Sensenbaugh

A number of phrases incorporating the word *literacy* have been used in the documents entered into the ERIC database in the past few years. These phrases include *computer literacy, scientific literacy, literacy acquisition, emerging* or *emergent literacy, visual literacy, cultural literacy,* and *literacy instruction.* Closely allied to these "literacies" are terms referring to computer uses in education, second language acquisition, influence of the home environment on students, the whole language approach, and literacy in business and industry.

The Broadening Scope of Literacy

Out of this proliferation of literacies, one important aspect for reading, English, and language arts teachers concerns teaching methods which incorporate the broadening scope of literacy. A common theme in these documents is that literacy is more than just being able to read and write; it is the ability to comprehend, interpret, analyze, respond, and interact with the growing variety of complex sources of information. Calfee (1986) discusses the concept of literacy and how programs should be designed to help children from disadvantaged backgrounds acquire literacy. He includes a description of current curricula and presents tentative recommendations for policy changes at all levels. On a more practical level, McCracken and McCracken (1986) discuss stories, songs, and poetry as part of the repertoire of instructional techniques for developing literacy.

Some documents report on the implementation of a comprehensive program of *literacy education* (Snow, Palladino, and Engel, 1987) while others provide the programs themselves (Graves, 1982). Milz (1987), for example, discusses how teachers can implement the deeper understanding of literacy development that research has offered.

Acquisition of Literacies

Literacy acquisition, that is, the ways in which learners acquire literacy, is important for its instructional implications and for its impact on the way that literacy itself is defined. Observing how children make sense out of the world has taught researchers that there is more to literacy than mastering isolated reading and writing skills. Goodman (1985) argues that children growing up in literate societies begin to read and write long before they start school. The interaction between a parent and child acquiring literacy together is highlighted in studies of intergenerational literacy. Hatch and Freeman (1987) discuss a striking dichotomy between current theory and educational practice in the Ohio public schools. Not only does current theory have a hard time breaking into the arena of current practice, but current theorists are not of one mind when it comes to exactly what research tells us.

Defining Literacy

As the scope of literacy expands, confusion increases as to what exactly is meant by literacy. Venezky (1990), while focusing on adult literacy, concludes with a discussion of the issues surrounding a definition of literacy and presents a definition of his own. Definitions of literacy also need to take into account the variety of cultures. Hamilton-Wieler (1989) argues that different cultural agendas for literacy, emerging from very different cultural histories, will require different solutions.

Graff (1987) provides a much needed historical perspective on the concept of literacy. He argues that not only is the issue of literacy complex, it has continuities and contradictions at its very core. Powell (1990), after discussing the faddishness of writing and talking about literacy, argues that the crucial issue is one of permanency: What does an individual have to do to be forever literate?

As modern culture evolves, so also do the many forms of language within which ways of thinking, working, negotiating, and reading with experience are encoded. To be alert to how language works for creating and organizing meaning is to be conscious of how to manipulate and use it. New technology, for example, demands a greater degree of conscious reflection on its ways of working. (Christie, 1990)

Expanding the Domain

Clearly, *literacy* has broadened beyond skills used in reading and writing to include terms in other disciplines. Butzow and Butzow (1988) describe an

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approach to teaching *scientific literacy* by integrating the subject matter from a variety of disciplines using children's literature. Mitman, *et al.* (1985) focus specifically on the topic of scientific literacy and provide teachers with background on the goals of science instruction and practical recommendations for instructional practice.

The term *media literacy* is most often used to refer to TV watching habits. Abelman (1987) investigates the effect of an in-school curriculum designed to encourage children's awareness of and attention to television's prosocial portrayals. Aiex (1989) summarizes research on mass media and offers suggestions for developing media literacy in students.

Cultural literacy has entered the database as a consequence of Hirsch's work. *Computer literacy* is included but appears under the more general term: *computer uses in education.* Home literacy may become a new term due to the growing number of citations that reflect on parental involvement in literacy acquisition, or literacy in the home.

The definition of literacy has expanded well beyond that found in the scope note of the 1988 *ERIC Thesaurus:* "literacy is the ability to read and write and to communicate with written or printed symbols." Literacy involves making meaning from a variety of sources and communicating it to a variety of audiences.

Graff's position on literacy may be the most constructive for the future: "What is needed is a broader view of reading and writing that integrates and emphasizes the many human abilities in a context of a changing world that requires their development and use. Paths to learning individual literacy by the young must be made less rigid; more attention must be paid to different sequences and structure of learning; and more sensitivity must be shown toward cultural and class influences."

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

June 1989 DIGEST

Literature as Lessons on the Diversity of Culture

by Nola Kortner Aiex

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and other cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a just-reported survey of the most widely assigned literary works in high schools, conducted by the Center for the Learning and Teaching of Literature at the State University of New York at Albany, found that the high school canon changed very little between 1963 (the year of the last similar survey) and 1989. High school students still read the same classic novels and plays that were read 25 years ago, even in schools with large minority populations. (*USA Today*)

Without arguing the relative merits of classic versus popular or traditional versus ethnic literature—points of disagreement even among educators and literary specialists— this digest will review the resources available in the ERIC database for teachers and administrators who wish to offer their students varied literary and cultural experiences.

One teacher has expressed her rationale in the following manner: "If teachers are to help children become more humane, they need to help boys and girls appreciate the dignity and beauty of other ethnic groups who are different than they." (Carlson, 1971) She continues in the same vein: "A child who is one of a minority group suffers from some form of 'triple loneliness'—a feeling that his or her cultural heritage is being trampled upon, that this heritage is being denied, and that a particular language dialect is being frowned upon by teachers who lack an understanding of his or her ethnic identity."

Building multicultural understanding

Concentrating on helping children gain self-acceptance, Stoddard (1983) considers children's literature an excellent medium to introduce global concepts and to bridge multicultural understanding. She believes that literature can provide children with a more accurate picture of world reality and a sensitivity to cultural differences. Accordingly, she chooses and discusses about 40 well-written books for young children that illustrate how various cultures live.

Ranta (1978) has developed material for a comprehensive course on American literature for boys and girls in grades K-8 that is based on the concept of the United States as a pluralistic society. It can be easily adapted for use as a unit within the typical established course on literature for children required of preservice teachers in many institutions teaching elementary education. An extensive booklist forms the basis of the course, with sections on the American Black, the American Indian, the Puerto Ricans on the mainland, the Chicanos, the Jewish-Americans, and the Oriental-Americans. Sample assignments are also included.

Sims (1982) focuses on literature about American Blacks. In her monograph, *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction*, she provides teachers, librarians, and teacher-educators in the field of children's literature with information that will enable them to make informed selections of books for and about American Blacks. She includes books for young people from preschool through eighth grade, and she bases her selections on a survey and analysis of 150 books of contemporary realistic fiction about Blacks published between 1965 and 1979.

Appropriate for use with both high school and college students, a special issue of the *Illinois English Bulletin* (Matthews, 1982) offers suggestions for teaching multiethnic literature. Black, Jewish-American, Chinese-American, and Native-American literature are some of the topics discussed. The article on Native-American literature outlines steps for the study of poetry by a class group (four students): 1) review principles of poetry: Method (arrangement, shape, and order), Matter (what the poem says), and Manner (mood and idea); 2) locate several collections of contemporary Native-American poetry to review; 3) draw up a list of questions to ask particular poets if one could be chosen for a personal interview; 4) select one poet to investigate in depth; 5) select several traditional Native-American poems for review, and share the findings with the rest of the class in oral interpretations of the poems; and 6) write a short paper analyzing the use of nature as a theme in contemporary Native-American poetry. Post-reading activities include panel discussions and an evaluation of the image versus the reality of the Native American (Sasse, 1982).

Bunker and Kalivoda (1975) believe that studying the culture embedded within a literary work can serve to bring into better focus the aesthetic qualities of the work by providing a fuller appreciation of the author's artistry and skill in portraying people, things, and events within the framework of any number of cultural themes.

The concept of culture can also be broken down into smaller components if a teacher feels that studying the entire culture of America or even of an individual ethnic group is too daunting a prospect. Erisman (1979) has developed a unit on western regionalism and awareness of place, while Brennan (1981) has developed a similar unit on Appalachian literature and culture for use with high school students.

Brennan's unit on Harriet Arnow's novel *The Dollmaker* takes 10 weeks to complete. The first week the teacher

presents background on the geography, flora, fauna, history, and language of the region. After that comes the study of the novel, a film on strip mining, daily class discussion and occasional quizzes. During the final three weeks, students prepare and present demonstrations on one of the arts and crafts indigenous to the Appalachian region. Lesson plans are provided with the unit, as are selected bibliographies of resources, films, poetry, prose, folklore, drama, music and dance, arts and crafts, and regional background materials.

Learners as special audiences

Complementing Sims's monograph, Brooks (1985) presents a resource volume for teachers of Black students at all levels. The book suggests incorporating other arts, such as music, film, photography, and craft-making into the study of the literature of other cultures or other countries. She feels that literature and reading should not be taught in short isolated time segments.

To appeal to a student body that contained individuals mostly following business and technical courses, one community college restructured its sophomore American literature program to focus on concepts and themes rather than on chronology or on literary movements (Dziech, 1979). This change placed a much greater emphasis on the cultural aspects of the material and was easier for non-literature majors to follow.

For example, American Lit I—a study of the principal authors of early American literature, and American Lit II—a study of the principal authors of later American literature, were revised into 1) Strangers in a Strange Land: The American Ethnic Experience—literary approaches to the experi- ences of selected ethnic groups; 2) Culture and Counter-Culture: American Lifestyles—literary approaches to various American environments (*e.g.*, frontier, rural, urban, com- munal); 3) Divinity: Affirmation and Denial—selected readings reflecting American authors' views of the existence and nature of God; 4) Utopia: The American Dream of Perfectibility—selected readings illustrating the hope for a perfect society; 5) Conformity/Non-Conformity: The Individual versus Society—an examination of the American struggle to define freedom and responsibility; and 6) The Paradox of Material Success: The Luxury of Integrity—literary approaches to the issues of wealth and poverty in America.

The teacher's primary role

The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. Usually, the approach to another culture is either a positive one of willingness to accept what is different, or a negative one of unconscious fear and rejection. It is up to the teacher to perceive any possible problems or negative attitudes in advance so that he or she can be alert and able to guide the students in the proper direction.

The general theme of multi-ethnic literature can be simple: *diversity*. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. As Patterson (1982) explains, the role of the teacher in multi-ethnic literature is not to praise one culture over another, but to accept and develop each child as a unique individual, because of and apart from his or her culture.

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USA Today, May 31, 1989.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

BEST COPY AVAILABLE

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ393427
AU: Adams,-Katherine-H.; Cotton,-William-T.
TI: The Questions of Cultural Literacy.
PY: 1989
JN: Clearing-House; v62 n7 p285-87 Mar 1989
AV: UMI
NT: Special Theme Issue: Cultural Literacy.
DE: Curriculum-Design; Curriculum-Evaluation; Process-Education; Role-of-Education; Secondary-Education; Student-Educational-Objectives
DE: *Cultural-Awareness; *Cultural-Education
AB: Explains cultural literacy as defined by E. D. Hirsch and outlines the positions of those who criticize Hirsch's position. (NH)

AN: EJ373343
AU: Anson,-Chris-M.
TI: Book Lists, Cultural Literacy, and the Stagnation of Discourse.
PY: 1988
JN: English-Journal; v77 n2 p14-18 Feb 1988
AV: UMI
DE: Back-to-Basics; Educational-Change; Reading-Skills; Teacher-Role; Writing-Skills
DE: *Intellectual-Development; *Literacy-
AB: Criticizes the application in public schools of the new "cultural literacy," which is restrictive and can lead to intellectual stagnation. Suggests a wider, more active concept of cultural literacy, which involves building new knowledge, accommodating new perspectives, and reading beyond the narrow, traditionally defined notions of our "culture." (ARH)

AN: EJ373285
AU: Bizzell,-Patricia
TI: Arguing about Literacy.
PY: 1988
JN: College-English; v50 n2 p141-53 Feb 1988
AV: UMI
DE: Nonstandard-Dialects
DE: *Language-; *Literacy-; *Theories-
AB: Discusses arguments for retaining the status quo in academic literacy, including E. D. Hirsch's argument for cultural literacy. Argues for a view of literacy based on a rhetorical understanding of history and knowledge. (JK)

AN: EJ375208
AU: Booth,-Wayne-C.
TI: Cultural Literacy and Liberal Learning: An Open Letter to E. D. Hirsch, Jr.
PY: 1988
JN: Change; v20 n4 p10-21 Jul-Aug 1988
AV: UMI

DE: Core-Curriculum; Higher-Education; Memorization-; Tests-
DE: *Cultural-Awareness; *Educational-Improvement;
*Educational-Quality; *General-Education; *Humanities-; *Liberal-Arts
AB: Making a list of essential information is seen as a hopelessly inadequate, and perhaps even dangerous, way to face America's educational problems. Opposition to E. D. Hirsch's book, CULTURAL LITERACY: WHAT EVERY AMERICAN NEEDS TO KNOW, is discussed. (MLW)

AN: ED294194
AU: Carroll,-Jeffrey
TI: The Vulgar Canon and Its Uses in the Classroom.
PY: 1988
NT: 12 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cultural-Context; Cultural-Influences; Higher-Education; Reading-Assignments; Reading-Attitudes; Reading-Instruction; Reading-Interests; Secondary-Education; Writing-Composition
DE: *Literature-; *Popular-Culture; *Reading-Material-Selection
AB: Employing a body of texts for the reading and study of literature in the English classroom leads to much argumentation, with much disagreement about what is fair game for the writing student. To help determine which texts to select it is necessary to define cultural literacy in a different way from that of E. D. Hirsch. Hirsch would prescribe definitions of culture--or its relation to language--that would invalidate the experiences, ethics, and aspirations of our students. Instead, cultural literacy can be that which Mikhail Bakhtin called the "carnivalesque," or those words and speeches valued in public places of celebration. This extra-academic valuation of texts gives rise to "the vulgar canon": texts which do not normally enter the classroom context but which have been given value in other contexts, primarily those of the home or "popular culture." Three good reasons for using this canon are: (1) the recognition by the teacher of this hidden canon can facilitate the teaching of writing in what Bakhtin calls the "special collectivity;" (2) it can empower Bakhtin'S "carnivalesque crowd," the source of that socially constructed, "unofficial speech" the teacher must encourage through assignments sensitive to the contemporary text, the unwritten text, the visual text, and the moving image; and (3) it may draw two communities--the academic and the carnivalesque--into direct engagement rather than maintaining the usual respectful, or disrespectful, distance. (Four references are appended.) (MS)

AN: EJ381839
AU: Christenbury,-Leila
TI: Cultural Literacy: A Terrible Idea Whose Time Has Come.
PY: 1989
JN: English-Journal; v78 n1 p14-17 Jan 1989
AV: UMI

DE: Core-Curriculum; Cultural-Awareness; Educational-Objectives; Educational-Theories; Elementary-Secondary-Education; Postsecondary-Education
DE: *Cultural-Education; *Educational-Philosophy
AB: Notes that "cultural literacy" is sweeping the United States, but asserts that it is a terrible idea. Identifies and discusses six specific things that are wrong with the cultural literacy movement. (RS)

AN: EJ393971
AU: D'Aniello,-Charles-A.
TI: Cultural Literacy and Reference Service.
PY: 1989
JN: RQ; v28 n3 p370-80 Spr 1989
AV: UMI
DE: User-Satisfaction-Information
DE: *Library-Role; *Library-Services; *Reference-Materials; *Reference-Services; *User-Needs-Information
AB: Examines the role of library reference services in the enhancement of cultural literacy. The discussion covers the relationship between the extent of cultural literacy possessed by reference librarians and the quality of librarian patron interactions, and the role of reference sources in the cultural literacy of librarians and patrons. (53 references) (Author/CLB)

AN: EJ374792
AU: Davies,-Norman-F.
TI: Editorial: "Learning Me Your Language."
PY: 1988
JN: Use-of-English; v39 n3 p1-8 Sum 1988
DE: Book-Reviews
DE: *Dialects-; *Language-Attitudes
AB: Chastises the authors of "Learning Me Your Language" for abdicating their duty to make judgments about "mere" English and the "best English." Argues that different can mean worse. (JAD)

AN: EJ371685
AU: Denham,-Robert-D.
TI: From the Editor: Notes on Cultural Literacy.
PY: 1988
JN: ADE-Bulletin; n88 p1-8 Win 1988
AV: UMI
DE: Educational-Quality; Educational-Responsibility; Outcomes-of-Education; Popular-Culture; Role-of-Education; Sociocultural-Patterns; Western-Civilization
AB: Discusses and evaluates issues raised in E. D. Hirsch's "Cultural Literacy." Argues that investigation is still needed on the nature of curriculum, ideologies implicit in teaching, the ends of education, and motives for learning. (MM)

AN: EJ379923
AU: Estes,-Thomas-H.
TI: "Cultural Literacy": The Worst and Best Case Scenario.
PY: 1988
JN: Reading-Research-and-Instruction; v28 n1 p82-88 Fall 1988
AV: UMI
DE: *Educational-Assessment; *Educational-Development; *Educational-Objectives; *Role-of-Education
AB: Suggests the worst and best prescriptions which could be derived from E. D. Hirsch's book, "Cultural Literacy," and other books like it. Recognizes that Hirsch has identified a serious problem in the schools, but indicates that his proposed solution is too simple for a complex problem. (MS)

AN: EJ341042
TI: Facets: Literature--Common Background vs. Cultural Diversity.
PY: 1986
JN: English-Journal; v75 n6 p18-21 Oct 1986
AV: UMI
DE: Black-Literature; Cross-Cultural-Studies
DE: *Core-Curriculum; *Cultural-Differences; *English-Instruction; *Literature-Appreciation
AB: Four educators offer their opinions on whether a core curriculum should promote the study of traditional literature or introduce a varied selection of minority literature to promote cultural diversity. (SRT)

AN: EJ368305
AU: Gagnon,-Paul
TI: Content Counts.
PY: 1987
JN: American-Educator:-The-Professional-Journal-of-the-American-Federation-of-Teachers; v11 n4 p40-6 Win 1987
DE: Academic-Achievement; Creative-Thinking; Curriculum-Development; Educational-Improvement; Educational-Responsibility; Elementary-Secondary-Education; Equal-Education; Improvement-Programs
DE: *Book-Reviews; *Educational-Objectives; *Educational-Quality; *Instructional-Improvement; *Productive-Thinking
AB: Many influential reviewers refuse to consider the central ideas and recommendations of Ravich and Finn in "What Do Our 17-Year Olds Know?" and Hirsch in "Cultural Literacy." One hopes this will not continue: the willingness of academicians to openly debate the problems and opportunities of improving our schools is crucial to our chances for success. (BJV)

AN: EJ389353

AU: Giddings,-Louise-R.
TI: Beyond E. D. Hirsch and Cultural Literacy: Thinking Skills for Cultural Awareness.
PY: 1988
JN: Community-Review; v8 n2 p5-13 Spr 1988
AV: UMI
NT: Available from Community Review, Dept. 8010, Transaction Periodicals Consortium, Rutgers University, New Brunswick, NJ 08903.
DE: Cultural-Pluralism; Educational-Objectives; Elementary-Secondary-Education; Postsecondary-Education
DE: *Cognitive-Objectives; *Critical-Thinking; *Cultural-Awareness
AB: Agrees that a degree of cultural literacy is a worthwhile goal, but warns that the content of cultural literacy must acknowledge the dynamic and pluralistic nature of American culture. Advocates instruction in critical thinking skills to enable individuals to reflect upon and respond to cultural knowledge. (DMM)

AN: EJ376068
AU: Greene,-Brenda-M.
TI: A Cross-Cultural Approach to Literacy: The Immigrant Experience.
PY: 1988
JN: English-Journal; v77 n5 p45-48 Sep 1988
AV: UMI
DE: Cross-Cultural-Studies; English-Instruction; Secondary-Education; Student-Writing-Models; Teaching-Methods
DE: *Immigrants-; *Literacy-Education
AB: Describes an approach to literacy instruction for immigrant students based on two novels. Focuses on the immigrant experience and teaches both cultural and "school" literacy. (MM)

AN: EJ380363
AU: Greene,-Elizabeth
TI: Proponent of "Cultural Literacy" Finds Disciples in the Nation's Schools.
PY: 1988
JN: Chronicle-of-Higher-Education; v35 n12 pA13,16,17 Nov 16 1988
AV: UMI
DE: Educational-Trends; Elementary-Secondary-Education; Higher-Education; Secondary-School-Curriculum; Trend-Analysis
DE: *Classroom-Techniques; *Cultural-Awareness; *Cultural-Education; *Curriculum-Development; *Elementary-School-Curriculum
AB: E.D. Hirsch, Jr.'s "Cultural Literacy: What Every American Needs to Know" has caused a surge in elementary and secondary curriculum development for teaching the national culture. The book's list of 500 cultural terms, dates, names, and references have been both well-received and criticized as too narrow.(MSE)

AN: EJ345185
AU: Greene,-Maxine

TI: Toward Possibility: Expanding the Range of Literacy.
PY: 1986
JN: English-Education; v18 n4 p231-43 Dec 1986
AV: UMI
DE: Educational-History; Educational-Philosophy; Foundations-of-Education; General-Education; Liberalism-; Role-of-Education
DE: *Higher-Education; *Liberal-Arts; *Literacy-; *Literacy-Education; *Semiotics-
AB: Argues that literacy, liberal education, higher learning, and similar terms should not be conceived as single or fixed ideas and should not be dissociated from the conversation of both scholars and ordinary people. (SRT)

AN: EJ375209
AU: Hirsch,-E.-D., Jr.
TI: A Postscript by E. D. Hirsch, Jr.
PY: 1988
JN: Change; v20 n4 p22-26 Jul-Aug 1988
AV: UMI
DE: Academic-Achievement; Communication-Skills; Cultural-Influences; Educational-Improvement; Higher-Education; Learning-; Literacy-; Reading-Ability
DE: *Core-Curriculum; *Educational-Change; *Educational-Quality
AB: Most Americans oppose establishing a set of universally required texts--not because creating a core curriculum is inherently undemocratic, but because it's an un-American idea. The Chall curve shows graphically what is at stake in teaching literate culture to everyone. (MLW)

AN: EJ366885
AU: Hirsch,-E.-D., Jr.
TI: Cultural Literacy: Let's Get Specific.
PY: 1988
JN: NEA-Today; (Issues '88) v6 n6 p15-21 Jan 1988
AV: UMI
DE: Elementary-Secondary-Education; Salary-Wage-Differentials
DE: *Cultural-Background; *Cultural-Education; *Educational-Change; *Western-Civilization
AB: Achieving cultural literacy for all citizens should be the primary focus of educational reform. Definitions of literacy are discussed. The widening Black-White wage gap is traced to the lack of a literate curriculum in the schools. Specific proposals are made. (MT)

AN: ED279007
AU: Infantino,-Bob
TI: Developing a Core Curriculum in Literature: An Undesirable Idea.
PY: 1986
NT: 13 p.; Paper presented at the Annual Meeting of the National

Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Critical-Thinking; Cultural-Background; Reading-Writing-Relationship; Secondary-Education; Writing-Processes; Writing-Skills
DE: *Core-Curriculum; *Curriculum-Development; *English-Curriculum; *Literature-Appreciation; *Required-Courses
AB: Placing literature in the core of the curriculum, along with lot of writing and some listening and speaking activities, is a wonderful idea, one which most good English programs and teachers have always used, even through the electives and the back-to-basics periods of recent years. The gap lies in the teaching of writing, especially knowledge about the notion of writing as a developmental process from conceptualization to publication. Any discussion of core curriculum in literature ought to start with the definition of terms, since several interpretations of a term are possible. The moves towards standardization of curriculum, towards a "classic novels" core curriculum, inevitably leads to exclusion, inequality, and failure. Another idea, that of cultural literacy, is now advanced as a rationale for developing a core curriculum, but a close examination of the concept offers a narrow and somewhat elitist view of the aims of schooling--the teaching of "words to share in common" so that Americans can develop a common cultural literacy. Core curriculum efforts that promote critical applications of knowledge, foster independent thinking and action, and recognize and celebrate diversity need to be supported. A return to the days of sameness for all in the English classroom, which is a probable by-product of a core curriculum in literature, is not a move in the right direction. (NKA)

AN: EJ377512
AU: Jacobs,-William-Jay
TI: Cultural Literacy: That All May Be Guardians. A Bulletin Special.
PY: 1988
JN: NASSP-Bulletin; v72 n510 p52,54-64 Oct 1988
AV: UMI
DE: Elementary-Secondary-Education; Futures-of-Society; Mass-Media; Relevance-Education
DE: *Acculturation-; *History-; *Immigrants-; *Liberal-Arts; *Literature-; *School-Responsibility
AB: The central purpose of 19th century American education was to articulate a uniquely "American" perspective accessible to a predominantly immigrant population. A new generation may already lack access to the rich literary heritage posssessed by educated persons in the past. Schools can reestablish cultural literacy by stressing the liberal arts and natural sciences. (MLH)

AN: EJ385319
AU: Janko,-Edmund
TI: Knowing Is Not Thinking.

PY: 1989
JN: Phi-Delta-Kappan; v70 n7 p543-44 Mar 1989
AV: UMI
DE: Secondary-Education
DE: *Critical-Thinking; *English-Instruction;
*Intellectual-Development; *Relevance-Education
AB: What disturbs teachers most is not students' ignorance about our culture and history, but their unwillingness or inability to think critically about subjects that ostensibly interest them. Teachers often exacerbate this problem by oversimplifying complex issues, using "defensive" or controlling teaching strategies, and squelching debate. (MLH)

AN: EJ381840
AU: Kerewsky,-Shoshana-Daniel
TI: Playing with Cultural Literacy.
PY: 1989
JN: English-Journal; v78 n1 p18-22 Jan 1989
AV: UMI
DE: Class-Activities; Core-Curriculum; Cultural-Awareness;
Educational-Objectives; Educational-Philosophy; Learning-Activities;
Secondary-Education
DE: *Cultural-Education; *Educational-Games; *Student-Research
AB: Describes in detail the author's experiences in turning E. D. Hirsch Jr.'s book "Cultural Literacy" into a game for high school students. Outlines an assignment for which students research terms from Hirsch's list, put them in context, and justify their presence on the list. (RS)

AN: EJ379758
AU: Law,-Joe-K.
TI: Bloom, Hirsch, and Barthes in the Classroom: Negotiating Cultural Literacy.
PY: 1988
JN: Freshman-English-News; v17 n1 p33-36 Fall 1988
AV: UMI
DE: Educational-Philosophy; Humanism-; Literature-; Reading-Skills;
Reading-Strategies; Student-Role
DE: *Literacy-
AB: Argues that the literature classroom is a forum for negotiating and renegotiating the culture and is not merely a means of transmitting knowledge and values to students. Argues that the consumerist attitude of Bloom and Hirsch towards education must be replaced by an adaptation of Barthes' strategy of rereading literature. (RS)

AN: EJ384689
AU: Levesque,-Jeri-A.
TI: Integrating Social Studies with Reading/Language Arts.

PY: 1989
JN: Social-Studies-and-the-Young-Learner; v1 n3 p16-18 Jan-Feb 1989
NT: Journal published by the National Council for the Social Studies, 3501 Newark St., NW, Washington, DC 20016.
DE: Critical-Thinking; Elementary-Secondary-Education; Reading-Comprehension; Reading-Materials; Reading-Material-Selection
DE: *Interdisciplinary-Approach; *Language-Arts; *Reading-; *Social-Studies
AB: Demonstrates the interdependency of social studies and reading within the construct of cultural literacy. Suggests ways that teachers can assist students to comprehend, evaluate, and appreciate classroom learning as well as reading textbooks and supplementary materials. (LS)

AN: ED304658
AU: Miller,-Richard-E.
TI: Teaching Freire and Testing Hirsch: Bringing Literacy into the Classroom.
PY: 1989
NT: 12 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cultural-Context; Educational-Change; Freshman-Composition; Higher-Education; Student-Reaction; Teaching-Methods
DE: *Back-to-Basics; *Definitions-; *Educational-Philosophy; *Literacy-
AB: There is indeed a literacy crisis, but this crisis needs to be reconceived as a crisis in definition. Paulo Freire and Donaldo Macedo's book "Literacy: Reading the Word and the World" can be used to refute E. D. Hirsch's arguments as presented in his "Cultural Literacy: What Every American Needs to Know," but this kind of response results in the expenditure of valuable institutional time and space on comparatively inessential questions. The crisis is not that students are somehow suddenly inferior or that the curriculum is somehow suddenly debauched, but that the dominant definition of literacy and the pedagogy that accompanies that definition imagine reading to be only an act of consumption, of taking in information. The literacy crisis is that the current definition of literacy and the pedagogy that drives this definition do not consider reading and writing as acts of production as well as consumption, as acts of making meaning as well as taking in meaning. What the pedagogy that promotes a definition of literacy as the production and consumption of text would look like in the classroom is illustrated by a student paper and a class discussion of an assigned essay. (A figure is attached.) (RS)

AN: EJ379326
AU: Newmann,-Fred-M.
TI: Another View of Cultural Literacy: Go for Depth.

PY: 1988
JN: Social-Education; v52 n6 p432,434-36,438 Oct 1988
AV: UMI
DE: Curriculum-Development; Curriculum-Evaluation; Elementary-Secondary-Education; Social-Studies
DE: *Educational-Philosophy; *Educational-Theories; *Feasibility-Studies; *Program-Evaluation
AB: Evaluates E. D. Hirsch, Jr.'s proposal for cultural literacy against four standards: clarity, rationale, feasibility, and opportunity cost. Identifying serious flaws in the proposal, Newmann states that the term "cultural literacy" is ambiguous, presents Hirsch's rationale and its shortcomings, argues that the proposal is not feasible, and identifies related opportunity costs. Hirsch's response to Newmann follows. (GEA)

AN: EJ379365
AU: O'Connor,-Thomas-H.
TI: Rebuilding an American Vocabulary.
PY: 1988
JN: New-England-Journal-of-History; v45 n2 p15-21 Sum 1988
NT: Formerly the "New England Social Studies Bulletin." Due to print shop error eight pages are out of sequence. Pages now run: 26-(33,34,31,32,29,30,27,28)-35.
DE: Educational-Improvement; Elementary-Secondary-Education; Higher-Education; United-States-History
DE: *Citizenship-Education; *Democracy-; *Democratic-Values; *Educational-Objectives; *Educational-Trends
AB: Discusses the lack of common knowledge among today's students, illustrating the societal and political consequences of education which fails to provide all students with some basic, agreed-upon foundation of shared knowledge. States that the re-establishment of a common national vocabulary is possible, workable, and necessary for preserving the future viability of the U.S. Constitution and U.S. government. (GEA)

AN: EJ393433
AU: Pfister,-Guenter-G.
TI: High School Foreign Language Programs: A Renewed Challenge.
PY: 1989
JN: Clearing-House; v62 n7 p309-13 Mar 1989
AV: UMI
NT: Special Theme Issue: Cultural Literacy.
DE: Critical-Thinking; Cross-Cultural-Studies; Cultural-Education; German-; Reading-Instruction; Secondary-Education; Worksheets-
DE: *Cultural-Awareness; *Second-Language-Instruction
AB: Deals with the special importance of cultural literacy in language acquisition. Introduces and illustrates the use of a cultural inventory designed to help students read in a foreign language. Illustrates a pre-reading exercise designed to tap cultural content. (NH)

AN: EJ359180
AU: Porter,-James-E.
TI: De(con)fining English: Literature, Composition, Textuality.
PY: 1986
JN: Journal-of-Teaching-Writing; v5 n1 p121-31 Spr 1986
DE: Higher-Education; Integrated-Activities;
Reading-Writing-Relationship; Secondary-Education; Theories-;
Writing-Composition
DE: *Critical-Thinking; *English-Curriculum; *Teaching-Methods;
*Writing-Instruction
AB: Addresses the debate over writing instruction based on canonical literature, content, great ideas, and literary theory and the debate stressing the writing process and social science based models of teaching and learning. Proposes an integrated reading and writing program emphasizing textuality--the way meaning is produced in a text by the interaction of language, audience, aim, and genre. (JG)

AN: EJ385318
AU: Schuster,-Edgar
TI: In Pursuit of Cultural Literacy.
PY: 1989
JN: Phi-Delta-Kappan; v70 n7 p539-42 Mar 1989
AV: UMI
DE: Secondary-Education
DE: *Definitions-; *Information-Needs; *Reading-Strategies;
*Short-Stories; *Student-Needs; *United-States-Literature
AB: A person does not need to be culturally literate (as defined by E.D. Hirsch) to read American contemporary fiction. This article explores alternative definitions, barriers to cultural literacy, and suggestions for change: building on students' interests, providing out-of-classroom learning experiences, sharing anecdotal material, and emphasizing the art of reading. (MLH)

AN: EJ367394
AU: Schwarz,-Gretchen
TI: A Good Idea Gone Wrong.
PY: 1988
JN: Educational-Leadership; v45 n4 p77 Dec-Jan 1987-88
AV: UMI
DE: Basic-Skills; Elementary-Secondary-Education
DE: *Cultural-Awareness; *Cultural-Education; *Skill-Development
AB: Another reviewer of E. D. Hirsch's new book, "Cultural Literacy," criticizes the book's concepts and points out that a better title might be "Cultural Literacy: How Good Ideas Go Wrong." (MD)

AN: EJ393462
AU: Sledd,-Andrew-E.; Sledd,-James-H.

TI: Success as Failure and Failure as Success: The Cultural Literacy of E. D. Hirsch, Jr.
PY: 1989
JN: Written-Communication; v6 n3 p364-89 Jul 1989
DE: Multicultural-Education
DE: *Cultural-Education; *Cultural-Pluralism; *Illiteracy-; *Literacy-
AB: Examines the logic and rhetoric of E. D. Hirsch, Jr., in "Cultural Literacy." Attempts to answer the question of how intellectual failure guarantees success in the marketplace. Concludes with an alternative vision of the American society that Hirsch describes and the suggestion that Hirsch's cultural literacy is cross-cultural illiteracy. (MS)

AN: EJ350585
AU: Spooner,-Michael
TI: ERIC/RCSU.S. Cultural Literacy Debate.
PY: 1987
JN: Journal-of-Reading; v30 n8 p734-37 May 1987
AV: UMI
DE: *Cultural-Education; *Educational-Change; *Literacy-Education; *Reading-Comprehension
AB: Presents the issues in the cultural literacy debate as exemplified in an illuminating set of articles exchanged by E. D. Hirsch and John Warnock. (JD)

AN: EJ367393
AU: Squire,-James-R.
TI: Basic Skills Are Not Enough.
PY: 1988
JN: Educational-Leadership; v45 n4 p76-77 Dec-Jan 1987-88
AV: UMI
DE: Basic-Skills; Cultural-Awareness; Elementary-Secondary-Education
DE: *Core-Curriculum; *Cultural -Education; *Skill-Development
AB: Reviews author E. D. Hirsch's new book, "Cultural Literacy." (MD)

AN: EJ352909
AU: Swaffar,-Janet-K.
TI: Reading and Cultural Literacy.
PY: 1986
JN: Journal-of-General-Education; v38 n2 p70-84 1986
AV: UMI
DE: Cultural-Education; Instructional-Innovation; Literary-Criticism; Postsecondary-Education; Reader-Response; Values-
DE: *Cultural-Background; *Cultural-Context; *Literature-; *Reader-Text-Relationship; *Teaching-Methods
AB: Criticizes contemporary approaches to literature instruction that inculcate passivity. Proposes a system of teaching literature that promotes cultural literacy and active, rather than passive, reading by

encouraging students to discover cultural messages and make their own interpretations of the cultural infrastructure and culture-specific values of their readings. (DMM)

AN: EJ385216
AU: Thompson,-Isabelle-Kramer
TI: Cultural Literacy and the Auto Mechanic: Teaching Reading and Writing to Technical Students.
PY: 1989
JN: Teaching-English-in-the-Two-Year-College; v16 n1 p43-48 Feb 1989
AV: UMI
DE: Higher-Education; Reading-Instruction; Technical-Writing; Writing-Instruction
DE: *Functional-Reading; *Relevance-Education; *Student-Motivation; *Vocational-Education
AB: Summarizes the philosophical background of cultural literacy. Argues that cultural literacy derives from an educational philosophy hostile to the needs of technical students. Concludes that reading and writing instruction should be personally relevant to technical students. (MM)

AN: ED302836
AU: Willinsky,-John
TI: The Vocabulary of Cultural Literacy in a Newspaper of Substance.
PY: 1988
NT: 17 p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Content-Analysis; Mass-Media-Role; Media-Research; Newspapers-; Popular-Culture; Reading-Comprehension
DE: *Vocabulary-
AB: To examine the role that items on the list of "What Literate Americans Know" (developed by E. D. Hirsch, Jr.) plays in the nation's literacy, a study conducted an electronic search of "The New York Times" to establish the frequency of occurrence for a sample from the list. A random sample of 424 terms (9% of the total list) was selected. Each term or expression which was searched produced a figure representing the frequency of occurrence in the "Times" over a period of 101 months (June 1, 1980 to October 28, 1988), representing a corpus of 660.5 million words. Four frequency periods--yearly, monthly, weekly, and daily--were devised based on how often, on average, a term might be expected to turn up in the newspaper. The terms were also divided into eight categories: geography; history; idioms/proverbs; literature/arts; math/sciences; politics/economics; psychology/anthropology; and religion. Results indicated that any given day's issue of the "Times" contained approximately 2,700 occurrences of terms from the list, with a few of them (such as "New York") making up a good proportion of this number. Geography, the arts, and politics/economics dominated the frequency levels, while history and proverbs/idiomatic expressions were not high frequency

categories. Results suggest that Hirsch has identified a corpus of cultural terms which play a part in the daily commerce of the published language. However, to be culturally literate in this set of terms will neither be sufficient nor necessary for a high level of comprehension in reading the "New York Times." (Three tables of data are included.) (MM)

AN: EJ363337
AU: Winterowd,-W.-Ross
TI: Literacy: "Kultur" and Culture.
PY: 1987
JN: Language-Arts; v64 n8 p869-74 Dec 1987
AV: UMI
NT: Themed Issue: The Social Aspects of Language and Learning.
DE: Communication-Research; Cultural-Awareness; Elementary-Secondary-Education; Foreign-Countries
DE: *Cultural-Context; *Cultural-Education; *Literacy-
AB: Discusses the implications of the work of Paulo Freire for understanding cultural literacy. Points out that Freire differentiates between "kultur" (stable, immutable cultural institutions) and "culture" (something that is always becoming or being made), and that the difference has important implications for education. (SKC)

AN: ED281233
AU: Winterowd,-W.-Ross
TI: Literacy: "Kultur" and Culture.
PY: 1987
NT: 11 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Educational-Change; Nontraditional-Education; Student-Role; Teacher-Role; Theory-Practice-Relationship
DE: *Cultural-Context; *Culture-; *Educational-Theories; *Teacher-Student-Relationship
AB: For those who consider themselves teachers, "cultural literacy" is an issue worth pondering. In "Education for Critical Consciousness," Paulo Freire deplores the "banking concept" of education, in which a teacher "pours" knowledge into "passive receptacles," because Freire believes that texts have no single, stable meaning. He defines "Kultur" as a given or traditional knowledge--fixed, immutable, and of unquestioned value. Culture, on the other hand, is always in a state of becoming, being made. In Freire's view, then, the "cultured" person sees oneself as a creative agent, and the principle that everyone can be a culture-maker and that culture is not confined to concert halls and museums can be extended to any student. Culture in Freire's sense would not exclude elements of Kultur from the classroom, but would promote a creative, dialectical movement that would incorporate them both old and new, in a dynamic process of becoming. Freire argues that

cultural literacy can only be achieved through "problem-posing education," consisting of acts of cognition, not transferrals of information. The students, in dialogue with the teacher, must create their own knowledge, a goal that they cannot reach if they deal only with Kultur. A language arts lesson that uses the "masters" as examples of what might be accomplished and student texts as paradigms of the failure to reach the ideal, will only alienate learners. But the danger in problem-posing education is obvious: all absolute certainty vanishes, except the faith that new insight, greater understanding lies just beyond the next question. As a humane revolutionary, Freire provides reasons to support "cultural" literacy without succumbing to Kultur. (Six references are included.) (NKA)

AN: EJ376241
AU: Worsham,-Toni
TI: From Cultural Literacy to Cultural Thoughtfulness.
PY: 1988
JN: Educational-Leadership; v46 n1 p20-21 Sep 1988
AV: UMI
DE: Elementary-Secondary-Education; Instructional-Effectiveness; Learning-Processes; Learning-Strategies; Memory-; Teacher-Education
DE: *Cultural-Education; *Cultural-Enrichment; *Curriculum-; *Learning-Theories
AB: A group of concerned educators evaluates the well-publicized arguments for teaching students to be culturally literate. They argue that content and process instruction are inseparable and that teacher preparation and student assessment should both reflect a more thoughtful fusion of content and process. (TE)

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